



IGNITING LIMITLESS POTENTIAL

MEET & CONFER COMMITTEE MEETING



January 8, 2026



Meet & Confer Committee Meeting Agenda

- Opening/Introductions (5 mins.)
- School/Student Safety (35 mins.)
- Budget Transparency Proposal (25 mins.)
- Bereavement Leave (15 mins.)
- Grievance Policy (20 mins.)
- Closing/Action Steps (10 mins.)



Meet & Confer Committee Meeting Norms

- Maintain a student driven focus.
- A shared commitment to focus on solving issues in the district.
- Start on time and end on time.
- Identify desired outcomes at the start of the meeting and deliverables at the end of the meeting.
- Understand non-closure as resolutions may not be immediate.
- Assume positive intent and own the impact of actions.
- Be respectful.
- Allow constructive friction.
- Listen to understand.
- Be aware of positionality. (i.e. race, gender, role, etc.)
- Exercise equity of voice. (step up, step back)
- Be present and engaged.
- Stay future focused.

SCHOOL SAFETY



PRIORITY 2

**Provide a Safe and Healthy
School Environment that
Supports the Whole Child**

Strengthen the vital social and emotional supports necessary for student success.



**"The child who is
not embraced by
the village will
burn it down to
feel its warmth."**

- African Proverb



Relationships Matter

Intentional Design for Developing Authentic Relationships with Students (SEARCH Institute)

- Express Care – “Show me that I matter to you”
- Challenge Growth – “Push me to get better”
- Provide Support – “Help me complete tasks and achieve goals”
- Share Power – “Treat me with respect and give me a say”
- Expand Possibilities – “Connect me with people and places that broaden my world”



U.S. Department of Homeland Security
United States Secret Service
February 2018

Making Schools Safer

Ensuring safe learning environments for elementary and secondary school students, educators, administrators, and others is essential. Everyone – whether a member of the school community or even a resident of the local area – has a role in identifying potential threats to a school and sharing that information with those who can take action to assess and manage the risk posed. Although infrequent, a single act of a targeted school attack impacts students, teachers, the local community, and at times the entire nation. Consider what role you can play in the larger efforts to make our schools safer.

WHY THE U. S. SECRET SERVICE?

After a series of high profile school-based attacks, the U.S. Secret Service partnered with the U.S. Department of Education Office of Safe and Drug-free Schools to study targeted school violence. This study, the *Safe School Initiative*, published in 2002, examined school-based attacks carried out by current students or those who had recently left school. The study created a foundation of knowledge and guidance related to threat assessment – that is identifying, assessing, and managing risks – in K-12 schools. Following the study, the Secret Service again partnered with the Department of Education on an effort that examined why students who had information about a planned attack either withheld or came forward with the information. This second study, published in 2008, identified aspects of a school's climate that either facilitated or hindered information sharing. Since then, the Secret Service, through its National Threat Assessment Center, has continued to provide training to thousands of school administrators, faculty, staff, and law enforcement on developing innovative programs that foster safer school climates, enhance the trust students have in school staff and administrators, effectively identify potential threats, and assess and handle them in a thorough and systematic way.

WHAT ARE THE CHALLENGES?

There are many aspects to creating positive school climates and enhancing school safety. School administrators manage reports of all types of concerning behavior, ranging from vandalism to bullying, fights to drugs, suicidal behaviors and violence. With limited resources, schools must be creative in how they address these issues.

WHAT ARE SOME CONSIDERATIONS?

It is impossible to prevent all incidents, but creating a **Comprehensive Prevention Plan** and reviewing procedures to identify gaps can reduce the likelihood that a violent attack may occur. There are several facets to a prevention plan:

Build Relationships – Trusting relationships between adults and students are the product of quality connections, respectful communications, and frequent interactions. Schools in which students feel connected to each other and to adults promote a safe educational environment and encourage communication between students and teachers. Start building relationships between the students and the school before the first day of class. Ensure each student has a trusting relationship with an adult, whether it is a teacher, coach, member of the custodial staff, or a school nurse.

Safety & Security Measures

- Strong relationships & open communication
- Preventative safety & social-emotional well-being educational programming
- District & school crisis plans & procedures
- Standard Response Protocol
- Safe Schools Online Training
- Safety drills
- School mental health teams
- Crisis Support Team
- Automated notification system
- See Something Say Something & Text-A-Tip
- School rules & Board Policies identify expectations & consequences
- Partnerships with law enforcement, fire/medical services, & Bert Nash
- DCSO assigns school resource officers to middle and high schools
- Secure school main entries
- Bond construction addressed building safety & security
- Internal & external surveillance cameras



The Final Report and Findings of the Safe School Initiative

United States Secret Service and United States Department of Education

1. Incidents of targeted violence at school rarely are sudden, impulsive acts.
2. Prior to most incidents, other people knew about the attacker's idea and/or plan.
3. Most attackers did not threaten their targets directly prior to advancing the attack.
4. There is no accurate or useful profile of students who engaged in targeted school violence.
5. Most attackers engaged in some behavior, prior to the incident, that caused others concern or indicated a need for help.
6. Most attackers had difficulty coping with significant losses or personal failures. Many had considered or attempted suicide.
7. Many attackers felt bullied, persecuted, or injured by others prior to the attack.
8. Most attackers had access to and had used weapons prior to the attack.
9. In many cases, other students were involved in the attack in some capacity.
10. Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention and most were brief in duration.

Table 1. Characteristics Associated With Targeted Violence: Individual Factors and Behaviors

	Characteristics	Shooters																		Results	Percentage
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R		
1	Poor coping skills		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x		15	83
2	Lack of resiliency	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	17	94
3	Signs of depression		x	x					x	x	x	x		x		x	x	x	x	11	61
4	Alienation/bullied		x	x	x			x	x	x	x		x	x	x	x	x			12	67
5	Lack of empathy	x		x	x		x		x	x	x		x		x	x		x		11	61
6	Exaggerated need for attention	x	x	x	x				x	x			x		x	x				9	50
7	Anger management		x	x	x	x		x	x	x		x		x	x	x	x			11	61
8	Behavior relevant to carrying out threat	x	x	x	x			x	x	x	x		x		x	x				11	61
9	Psychiatric diagnosis prior to shooting							x	x		x	x		x	x	x				7	39
10	History of discipline problems at school	x		x	x	x		x	x						x	x				8	44
11	History of law enforcement problems				x			x	x	x					x	x				6	33
12	History of making threats of violence	x	x	x	x	x	x	x	x	x	x		x		x	x				12	67
13	Previous threats/attempts at suicide	x	x		x		x	x		x	x	x	x		x	x				11	61
14	Completed suicide following shooting								x		x				x	x	x			5	28
15	Obsession with violent media	x			x	x			x	x	x				x	x				8	44



School Safety Dialogue

1. What safety concerns are members reporting most frequently across schools/departments?
2. What current safety protocols are working well, and where do they need improvement?
3. What trends are staff observing in student behavior that may affect safety?
4. What additional training or resources would better prepare staff to respond in emergencies?

Protecting Students from ICE Anti-Bullying Training Update



BUDGET TRANSPARENCY



Durham Public Schools Superintendent addresses district's budget shortfall



By [Bianca Holman](#) 
Saturday, January 25, 2025

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DURHAM, N.C. (WTVD) -- Durham Public Schools Superintendent Dr. Anthony Lewis and the new Chief Financial Officer Jeremy Teetor spoke to the press on Friday to give an overview of the budget shortfalls.

Both leaders are new to the district, with Teetor becoming the CFO 40 days ago and Lewis 100 days ago. Their goal is to get the district on the right path.

District leaders revealed their new finance team discovered a massive shortfall and made quick decisions to decrease that number by 80 percent.



DOLLARS & DECISIONS

UNDERSTANDING AND NAVIGATING
THE DPS BUDGET



Superintendent's 2026-2027 Budget Priorities

- Continuation Costs (including federally funded initiatives)
- Classified pay raise (including occupational and physical therapists)
- Capital Outlay Needs (including technology)

BEREAVEMENT LEAVE





Bereavement Leave

- At present, North Carolina statutes do not create added paid leave days for public school employees to cover bereavement, nor does DPI's Benefits Manual.
- The Benefits Manual does include the “death of an immediate family member” as a permissible reason to use accrued sick leave.
- The Benefits Manual defines “immediate family” to mean: spouse, children, parents, brothers, sisters, grandparents, grandchildren, and dependents living in the employee’s household. It also includes the step, half, and in law relationships.

Bereavement Leave

The Governor issued an Executive Order to create paid bereavement leave for certain state employees, but it does not apply to public school employees.



State of North Carolina
ROY COOPER
GOVERNOR

November 1, 2024

EXECUTIVE ORDER NO. 325

PROVIDING ENHANCED LEAVE OPTIONS FOR ELIGIBLE STATE EMPLOYEES

WHEREAS, no one should have to choose between a paycheck and taking time off to grieve or make final arrangements for a loved one; and

WHEREAS, having additional paid time off to grieve following the loss of a loved one can help alleviate some of the stress a person may experience during a difficult time in their lives; and

WHEREAS, currently, state employees, including those impacted by Hurricane Helene, may face shortages of available leave to grieve; and

WHEREAS, bereavement policies help promote a productive workplace by ensuring that employees have time off to grieve and recover from their loss; and

WHEREAS, pursuant to Article III of the Constitution of North Carolina and N.C. Gen. Stat. §§ 143A-4 and 143B-4, the Governor is the chief executive officer of the state and is responsible for formulating and administering the policies of the executive branch of state government; and

WHEREAS, pursuant to N.C. Gen. Stat § 147-12, the Governor has the authority and duty to supervise the official conduct of all executive and ministerial officers; and

WHEREAS, pursuant to N.C. Gen. Stat § 143B-10(j)(3), the head of each principal state department and the Director of the Office of State Human Resources ("OSHR") may adopt policies, consistent with law and with rules established by the Governor and with rules of the State Human Resources Commission ("Commission"), which reflect internal management procedures within each department, including policies governing the conduct of employees of the department; and

WHEREAS, pursuant to N.C. Gen. Stat. § 126-4, the Commission shall establish state human resources rules and policies subject to approval of the Governor; and

WHEREAS, pursuant to N.C. Gen. Stat. § 126-4, the Commission has established that "[a]dministration of the leave program within the scope of established policy shall be the responsibility of the agency head," 25 N.C. Admin. Code 01E .0101.

NOW, THEREFORE, by the authority vested in me as Governor by the Constitution and the laws of the State of North Carolina, **IT IS ORDERED**:

Bereavement Leave

There are currently a couple of bills pending in the General Assembly that, if enacted, would create paid bereavement leave for state employees and public school employees, specifically H810 and S549.

H

HOUSE BILL 810

Short Title: State Employee Bereavement Leave/Up To 40-Hrs. (Public)
Sponsors: Representatives Hawkins, White, and Cotham (Primary Sponsors).
For a complete list of sponsors, refer to the North Carolina General Assembly web site.
Referred to: Appropriations, if favorable, Rules, Calendar, and Operations of the House

April 8, 2025

1 A BILL TO BE ENTITLED
2 AN ACT PROVIDING STATE EMPLOYEES PAID WITH BEREAVEMENT LEAVE OF UP
3 TO FORTY HOURS ON DEATH OF AN IMMEDIATE FAMILY MEMBER AND EIGHT
4 HOURS ON DEATH OF A COLLEAGUE AND APPROPRIATING FUNDS FOR THAT
5 PURPOSE.
6 The General Assembly of North Carolina enacts:
7 SECTION 1.(a) Effective July 1, 2025, Article 2 of Chapter 126 of the General new section to read:

leave.
tions apply in this section:
A coworker with whom the employee worked at the employee's
y, if the coworker worked for the agency within one year of their

family member. – A spouse, parent, child, sibling, grandparent, or dependent living in the employee's household. The term
step, half, adoptive, foster, in-law, legal ward, and in loco parentis

sources Commission (Commission) shall adopt rules and policies
probationary, or time-limited full-time State employee is granted up
ng the loss of an immediate family member and up to eight hours
es for bereavement following the loss of a colleague.
all adopt rules and policies to provide that a permanent,
art-time State employee shall be granted a prorated amount of
uitable basis.
ies adopted by the Commission shall include the following

loved requesting paid bereavement leave submit a statement
me and relationship of the deceased.
e eligible for paid bereavement leave immediately upon being
loss that occurs on or after the first day of work with the agency.
on the number of uses of paid bereavement leave, if the leave
ss of an immediate family member or colleague.
if time required to travel to and from and to attend a funeral or
al event of a colleague is allowed, but not to exceed eight hours.
only be used on the date of the funeral or other memorial event.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2025

S

SENATE BILL 549

1

Short Title: State Emp. Leave/Bereavement/Pregnancy Loss. (Public)

Sponsors: Senator Murdock (Primary Sponsor).

Referred to: Rules and Operations of the Senate

March 26, 2025

1 A BILL TO BE ENTITLED
2 AN ACT PROVIDING STATE EMPLOYEES WITH PAID LEAVE DESIGNATED FOR
3 BEREAVEMENT AND FOLLOWING A PREGNANCY LOSS AND APPROPRIATING
4 FUNDS FOR THOSE PURPOSES.
5 The General Assembly of North Carolina enacts:

6 SECTION 1.(a) Effective July 1, 2025, Article 2 of Chapter 126 of the General
7 Statutes is amended by adding a new section to read:

8 § 126-8.7. Paid leave for pregnancy loss.

9 (a) The State Human Resources Commission (Commission) shall adopt rules and policies
10 to provide that a permanent, probationary, or time-limited full-time State employee shall be
11 granted paid leave for pregnancy loss. For the purposes of this section, the term "pregnancy loss"
12 means a miscarriage, an unsuccessful round of intrauterine insemination or of an assisted
13 reproductive technology procedure, a failed adoption arrangement, a failed surrogacy
14 arrangement, or a diagnosis or event that impacts pregnancy or fertility.

15 (b) The Commission shall adopt rules and policies to provide that a permanent,
16 probationary, or time-limited part-time State employee shall be granted a prorated amount of
17 paid leave for pregnancy loss on an equitable basis.

18 (c) The rules and policies adopted by the Commission shall include the following
19 requirements, at the minimum:

20 (1) That the duration of leave for pregnancy loss shall be not less than 56 hours
21 of paid leave.

22 (2) That an employee requesting the paid leave shall submit a request for leave to
23 process and address their own health needs and the health needs of their
24 partners during the time period following a pregnancy loss.

25 (3) A period of minimum service before an employee becomes eligible for paid
26 leave under this section. The rules shall provide that the period of minimum
27 service may be met by aggregating employment at any of the following:

28 a. State agencies, departments, and institutions, including The University
29 of North Carolina.

30 b. Public school units that provide paid leave in accordance with this
31 section.

32 c. Community colleges located in this State.

33 (d) The leave authorized by this section:

34 (1) Is available without exhaustion of the employee's sick and vacation leave and
35 is available in addition to shared leave under G.S. 126-8.3, or other leave
36 authorized by State or federal law.

GRIEVANCE POLICY



CLOSING - ACTION STEPS



Meet & Confer Committee